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ABSTRACT

This manual provides guidelines and resources for developing a year-long internship program conducted for staff development credit under the joint sponsorship of a college and a school system. The internship carries college credit and is designed for teachers who hold provisional teaching certificates. The first section presents a description of the course with emphasis upon the role of the support team. Topics covered are: (1) eligibility criteria; (2) role of the support team (mentor teacher, principal, etc.); (3) intern activities and objectives; (4) course schedule and contact hours; and (5) intern evaluation. The second section describes the role of the mentor teacher as part of the support team, and approved professional practices. The appendices contain sample forms used in implementing the program and a bibliography. (JD)

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INTERNSHIP MANUAL:

GUIDELINES FOR STAFF DEVELOPMENT COURSE

SUPPLEMENT TO
ALTERNATIVE CERTIFICATION PROGRAM FOR CRITICAL FIELDS

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SEPTEMBER 1988

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INTERNSHIP MANUAL:

GUIDELINES FOR STAFF DEVELOPMENT COURSE

SUPPLEMENT TO
ALTERNATIVE CERTIFICATION PROGRAM FOR CRITICAL FIELDS

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INTRODUCTION

For many years student teaching, in addition to course work, was required of persons who entered teaching with a bachelor's degree from a liberal arts or other non-teaching preparation program. In September 1982, the State Board of Education adopted a policy establishing a year-long internship under the joint sponsorship of a college and a school system as the only approved substitute for student teaching. This internship would carry college credit.

During the last two years internships have been conducted for staff development credit in the critical shortage teaching fields of mathematics, science, and foreign language. In some cases, it was offered by a college; in other instances, a Regional Educational Service Agency (RESA) or the employing school system made the internship available.

Based on the successful experiences in which internships have been offered for staff development credit, and in the belief that supervised practice is by far the most effective of the known alternatives in teacher preparation, the state board adopted a policy that the internships be expanded to include all teaching fields in which provisional certificates are issued.

"Learning to teach through direct experience is the best thing about this program."
'87 Georgia Intern

By authorizing the acceptance of either staff development credit or college/university credit for the year-long internship, the state board has provided school systems with an option to help provisionally certified teachers to meet certification requirements. Specifically, school systems may sponsor and train individuals in completion of the 15 Staff Development Unit (SDU) credit internship. The

internship will prepare teachers through practical experience. It will do so as a part of a well-structured program which involves close and frequent supervision. The course will provide a professional knowledge base which is guided by effective teaching practices.

This Internship Manual is intended to provide guidelines and resources for Georgia educators in developing plans for their local school system's internship course. A description of the course with emphasis given to the role of the support team is presented in the first section. All members of the team, in fulfilling their roles, make a commitment of support to the intern. Minimum levels of activities and objectives are given. Performance of these will in part provide for evaluating the intern's growth.

The second section is devoted to suggested resources. This section is included to aid in providing the professional knowledge base for the course. As plans are developed for each intern, these suggestions can provide resources for training and study by the intern and mentor. A chart coordinating the resources with the objectives is given in the Appendix.

Peer-coached teachers exhibit greater long-term retention of knowledge and skill.
Joyce (1982)

These guidelines present minimum requirements which must be the basis for each course (see Notice of Intent, Appendix A). However, within these guidelines there is the opportunity for each school system to individualize the course to meet the needs of the intern and the support team. Please feel free to seek further assistance as the year progresses. Your contact is Staff Development, State Department of Education, 404-656-2403.

Eligibility criteria

The Internship course can be offered to a teacher holding a provisional certificate in a teaching field who meets the following qualifications:

1. has an overall grade point average equal to or greater than 2.0 on a 4.0 scale,

2. is under contract to the system which is providing the Internship course, and

3. has taken or will take college/university course work to fulfill other requirements for certification.

The Georgia Department of Education defines provisional certificate in this manner:

> Provisional certificates may be issued to a person who is completing requirements for professional certification while he/she is employed. Provisional certificates shall not be issued above the five-year (master's degree) level. This certificate is identified by the letter "B." (p.5)
>
> Certification and Classification of Education Personnel in Georgia

Program approval

School systems that offer the internship through staff development must receive approval from the Georgia Department of Education, Unit of Teacher Education and Staff Development. To obtain approval, the school system must submit an application annually and meet program assurances (see Appendix A). These assurances deal with meeting the specific guidelines for the internship that are outlined in the following section.

COURSE DESCRIPTION

The major purpose of the Internship is to provide a variety of experiences designed to assist the intern in developing into a competent professional teacher in as short a time as possible. The Internship provides constant and consistent support to the intern in order to ensure a successful experience. Essentially, the Internship serves as a critical link between talking about how to teach and actual performance in the classroom.

Support Team

The Internship is centered upon an organized support team. Supportive individuals are those who appear to make the life of the new teacher less stressful; they help rather than impede events in the new teacher's life. New teachers are challenged daily by situations they have not previously experienced. They discover the reality of school life and feel a sense of responsibility for all that occurs. The type of support and encouragement new teachers receive from the people around them is influential in shaping their attitudes about themselves as teachers.

The organized support team is a group of professionals who can provide the type of support necessary to help an individual develop into a competent teacher. The formation of a support team does not in any way preclude or minimize the supportive environment provided by the entire school staff.

At a minimum, this team consists of a mentor teacher, the school principal, and the local staff development coordinator. It is strongly suggested that, where available, a curriculum specialist be added to the team. This team has the overall responsibility of providing the experiences necessary for the Internship. A description of each member's responsibilities follows.

The Mentor plays a vital role in the Internship.

The mentor teacher must have the skills necessary to provide direct services to the intern. He or she must be a skilled practitioner and recognized as such. He or she must know how to work well with others and be capable of modeling exemplary practices. It is highly desirable that the mentor teacher be in the same certificated field as the intern and in the same school. It is expected that only in rare exceptions would a mentor teacher not meet these conditions.

The mentor teacher is to provide daily support to the intern and should be given the time, materials, and support necessary to complete this task. The mentor teacher will complete necessary evaluative materials and monitor the intern's progress. At the conclusion of the experience, the mentor teacher will sign all credit forms indicating successful completion of the Internship.

The Principal must support activities of the Internship.

The school principal must support the efforts of the mentor teacher and the activities of the intern. He or she must also recognize the important task that the Internship is attempting to accomplish. The principal will complete normal evaluations of the intern and help the mentor teacher in logistical matters concerning the Internship.

The Staff Development Coordinator has responsibility for the course.

The staff development coordinator has the responsibility of identifying and providing information to teachers who are eligible for the internship program. The coordinator also must provide information on required course work to the participating teachers. The staff development coordinator has overall responsibility for the program.

The Curriculum Specialist adds expertise in content.

A curriculum specialist on the support team strengthens the Internship. The curriculum specialist, in conjunction with the mentor teacher, verifies the successful implementation of the objectives of the Internship and provides expertise and resources that the mentor teacher may lack.

Intern Activities And Objectives

The intern is expected to successfully demonstrate a number of objectives and to complete a number of activities. The objectives are listed in Appendix B. The Internship is seen as developmental in nature and many of the objectives at the beginning of the school year are at a lower professional level than those expected at the completion of the year. The internship is a curriculum and methods Internship. If the intern is enrolled in or has completed the curriculum and methods courses, the sequence of objectives will be apparent and the relationship between the courses and the objectives is clear. If the intern has not taken, or will not take until later, the curriculum and methods courses, he/she must still demonstrate the objectives established for the Internship, in which case, the support team may need to provide greater resources and/or training.

The activities of the Internship will be planned individually to help each intern meet the objectives. However, three specific activities are suggested: designing an intern-mentor training plan, clinical observation sessions, and new teacher orientation sessions.

A training plan focuses the course.

An Intern-Mentor Training Plan is designed to be a collaborative guide to give focus to the activities planned for the academic year. The plan serves three functions:

- --clarifies the roles and responsibilities of the mentor and intern;
- --provides a focus and framework for mentor and intern teamwork;
- --provides guidance in planning staff development activities.

A guide for this plan is suggested in Appendix C.

Formal Observation is effective for instructional improvement.

Formal observation and feedback have been described in current research as a very effective method for improving instruction. As such, the intern will certainly profit from these sessions. Several formal observation sessions will be scheduled during the school year. These will include the intern observing the mentor, the mentor observing the intern, the intern observing self on video, and the intern observing other master teachers.

Each session will include three parts: pre-observation conference, observation, and post-observation conference. The pre-observation conference is necessary to provide focus for the observation. This is the time to establish a focus, procedures for collecting data, and expectations for the sessions. The mentor and intern should agree on a time for the observation, the purpose of the observation, and a time for the post-observation conference.

The post-observation conference is the heart of the formal observation process, for it is here that the intern gains a perspective on teaching through dialogue and joint reflection that is otherwise unavailable. The mentor will usually begin the conference by encouraging the intern's self-reflection and analysis of the lesson. Through the observation-feedback sessions the intern begins to reflect on the teaching act and begins to see reflection as a means of self-improvement.

New Teacher Orientation is a must for getting started.

Interns will be expected to participate in any new teacher orientation provided by the school system. If no orientation is scheduled by the system, sessions should be scheduled for preplanning by the support team. These sessions should provide for:

1. Orientation to school and system policy;
2. Planning the intern's first two weeks of classes;
3. Discussing and beginning preparation of the Intern-Mentor Training Plan.

If additional help is needed, suggested list of new teacher topics and checklists are included in Appendix E.

Course Schedule

Generally the Internship has four major blocks: preplanning, fall quarter, winter quarter and spring quarter. A preplanning orientation session is seen as critical to the success of the Internship. It is during this time that the intern is given an explanation of the Internship, meets the support team, is given specific assignments concerning the Internship especially for the first two weeks of school, and completes new teacher orientation. Fall quarter provides the opportunity to acquaint the intern with school system policies and rules, curriculum guides, classroom management practices, various teaching strategies, and student evaluation. Winter quarter provides the time frame for a continuation of lesson planning and an expanding of the topics introduced in fall quarter. Spring quarter provides the opportunity for continued development with specific emphasis on a professional growth project.

Contact Hours

The Internship consists of 150 hours of learning experiences and qualifies for 15 SDU's: (a) 114 hours are to be spent in after school activities (approximately 3 hours per week for 38 weeks)--these hours can be spent in preparing lesson plans, working with support team members, reading, etc.; (b) 36 hours can be acquired during school hours--this can be observations of other teachers, attendance at staff development meetings, being observed implementing intern requirements, etc.

The Internship is designed to be for one year. It is not feasible or permitted for a teacher to be hired at mid-year and complete the Internship, although it is possible to acquire the total number of hours. Therefore, the following rule

applies to the Internship concerning issuance of credit:

15 SDU's credit during 160 to 190 days of employment
10 SDU's credit during 120 to 159 days of employment
5 SDU's of credit during 60 to 119 days of employment

A teacher will not qualify for the Internship if employed less than 60 days.

Evaluation

The Internship has two major areas that are evaluated each quarter: Personal Summary and Objective Summary. The Personal Summary has to do with the intern's cooperation with support team members, and his or her maintenance of a good employee evaluation. The Objective Summary is a checking off of the specific objectives assigned during a particular time frame (i.e., preplanning, fall, winter or spring quarter).

These two evaluation areas are on each quarter's evaluation form found in Appendix B. The evaluation forms are completed by the mentor teacher and/or the staff development coordinator.

Beginning Steps

A good beginning saves headaches.

To avoid problems later, it is suggested that the first steps in preparing for this course should assure that the intern is eligible and that the administration is committed to support the project. Prior to beginning detail plans, be sure to:

1. Secure provisional certification for the candidate.
2. Identify a mentor teacher for each intern.
3. Familiarize all concerned persons with the guidelines.

4. Receive system level and school level commitment to sponsoring the course.
5. Submit Notice of Intent and Program Description Sheet (see Appendix A).

Careful and complete planning is critical to the success of the Internship.

In case of questions, please contact Staff Development, 1862 Twin Towers, East, Atlanta, GA 30334-5030, 404-656-2403.

SUGGESTED RESOURCES

Mentor's Role

The support system for the intern is a vital component of the course. School systems are required to assign a mentor teacher as a member of this team. While the mentor is the key player on the team, the mentor should not feel solely responsible for the success of the course. The entire support team must understand their individual roles and must accept responsibility for guidance of the intern.

The Mentor is vital, but not the sole support.

The mentor is essential to the effectiveness of the Internship because he/she will interact regularly with the intern; therefore, the mentor will play a vital role in the development and training of the intern. It is the job of the mentor to provide support and collegiality while helping the intern learn the complex art and science of teaching. The mentor is not primarily an evaluator. Rather, in a variety of ways the mentor offers the intern opportunities to share and to learn from an experienced and expert professional. The mentor's goal should be to help the intern to develop and enhance:

** Competence: to master the knowledge, skills, and application which effective teaching requires;

** Self-confidence: to believe in one's ability to make good decisions, to be responsible, and to be in control;

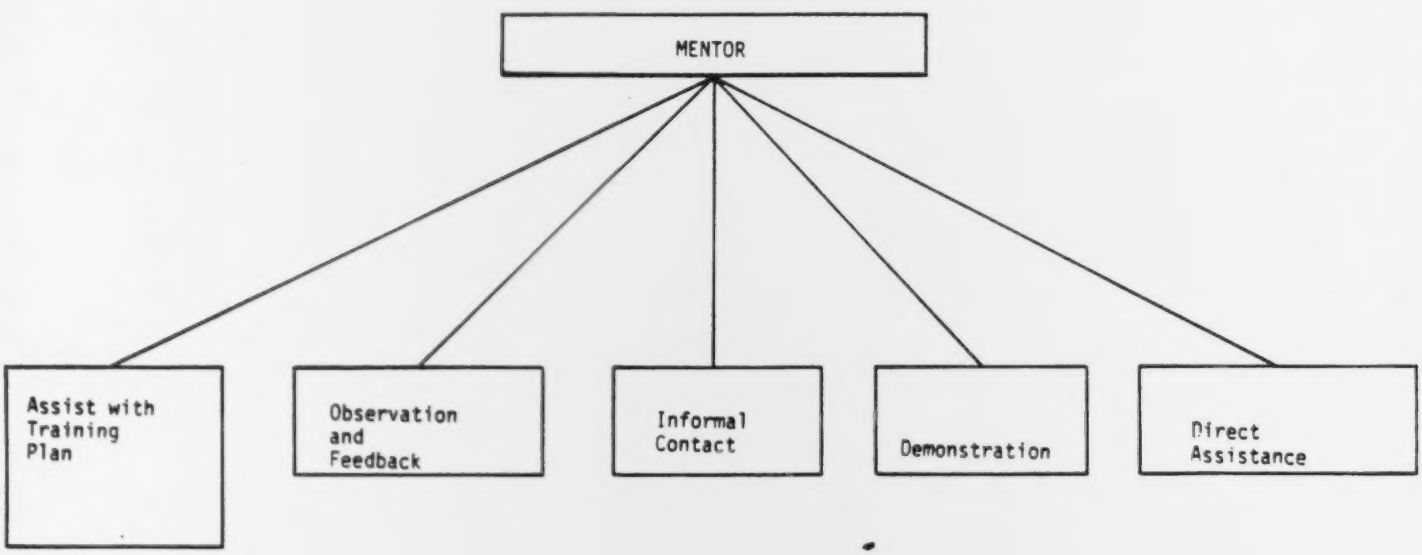
** Self-direction: to have the assurance and ability to take charge of one's personal, professional, and career development;

** Professionalism: to understand and assume the responsibilities and ethics of the profession.

(Brzoska, 1987)

Achieving these goals will require that the mentor perform a variety of activities as depicted in the diagram below. The activities range from participation in formal structured sessions to informal day-to-day contact. Careful attention given to the responsibilities of each activity will increase the mentor's effectiveness.

MENTOR ACTIVITIES



Plan	Assist with the training plan This plan by the mentor and intern is a collaborative guide for activities planned throughout the year. The plan clarifies the roles and responsibilities of the team. The focus and framework for the work of the team come from the provisions made in the development of the plan. A guide for this plan is suggested in Appendix C.
Observe	Observation and feedback Formal observation and feedback have been described in current research as a very effective method for improving instruction. The observation conference process has three parts: pre-observation conference, observation, and post-observation conference. Feedback offered during the post-observation conference is an important activity. The intern's growth in instructional techniques, as well as the relationship between the mentor and intern, will be enhanced if feedback is offered in positive terms. Brzoska (1987) offers these suggestions for providing positive feedback. " Focus feedback on the behavior rather than the person. Provide objective feedback on observation, and cite specific examples. Describe rather than judge. Point out specific causes and effects. Share ideas rather than give advice. Explore alternatives rather than give solutions. Give only the amount of feedback the receiver can use. Provide feedback valuable for the receiver rather than the giver." (p.19) Several observations should occur throughout the year with the focus of the observations changing to meet the needs of the intern. Self-critiqued video tape can also be used to augment observation times.

Informal Contact

Informal Contact The day-to-day question/answer interchange between mentor and intern can provide helpful assistance. The daily concerns of policies and procedures are frequent during the first few weeks of the school year. To be of most help, remember:

1. There should be close physical proximity between mentor's and intern's classrooms.

2. The mentor should be readily accessible during the first few weeks especially.

Demonstrate

Demonstration Mentors provide an important function by providing demonstration lessons so that interns can observe specific techniques and materials in use. Demonstration lessons can be provided through a variety of sources: mentor teaching, video tape lessons, or other teachers' demonstration. It is helpful to follow the observation of the demonstration lesson with a conference to review and analyze what was accomplished by the demonstration. Plans should be made for the intern to practice the observed skill or for additional observations.

Direct Assist

Direct Assistance Current research indicates that mentors who offer help through direct assistance tend to be more effective. Direct assistance means not waiting to be asked for suggestions. Direct assistance means making time available on a regular basis to address concerns and progress and to ensure interaction. Together, priorities are set and practical strategies are implemented.

In addition to assisting with the training plans, observations, and demonstrations, direct assistance can be provided through activities such as:

1. Helping the intern develop a discipline plan.
2. Helping the intern develop a classroom management system.
3. Modeling techniques for conferencing with parents.
4. Bringing new materials and resources to the attention of the intern.

Further resources for defining the mentor's role or in providing training for the mentor can be found in the annotated bibliography in Appendix E.

Professional Conduct

A Message From The Professional Practices Commission

Unique work environment

A public school teacher's work environment differs from that of other workers in at least two distinct ways.

1) Teachers interact with children --human beings who are in their formative, impressionable years--who have not yet acquired the experience or judgment of mature adults and, therefore, must be viewed as more vulnerable and less responsible for their acts than adults.

2) A public school teacher's clients--children and their parents--cannot choose the school or teacher(s) who will serve them. A person may choose his doctor, lawyer, grocer, or shoe repairman and, if dissatisfied, find another. Such is not the case in public education, where a person's legal residence determines who provides educational services.

Unique responsibilities

Therefore, teachers have special responsibility and a position of trust not always associated with other kinds of work. A teacher must not only be technically competent but must also possess those traits of character and personality that ensure an emotionally wholesome and physically safe environment in which children can learn. Most teachers possess those traits and interact with their students in a caring, respectful, positive manner. There are some who do not, however. These persons, for reasons of ego need, "power trip," personal gratification, emotional disorder, etc., violate the trust which they have been given.

It is for such occasions when an educator's condition, actions, or conduct jeopardizes the best interests of students or the public, that the state has established a procedure for the revocation, suspension, or denial of an educator's certificate to teach. Georgia Board

of Education Policy, GBBC, lists ten grounds for which such adverse action can occur following investigation, formal hearing, and appropriate recommendation by the Professional Practices Commission. Each year an average of thirty-four educators holding Georgia certification have their certificates suspended, revoked, or denied for:

Infractions

-sexual misconduct with students;

-providing alcoholic beverages or drugs to students;

-use of obscene and/or sexually suggestive language with students;

-violation of law, including theft, murder, rape, assault, misuse of school monies or property, possession and/or distribution of illegal drugs, or obtaining funds by fraudulent means;

-forging or altering a certificate or other credentials;

-having another person take the Teacher Certification Test;

-taking the Teacher Certification Test for another person;

-supplying false information on an application for certification;

-mental disorder or emotional condition that renders the person incapable of discharging the duties of an educator;

-breach of contract;

-other causes.

While those matters involving an educator's certificate status are the responsibility of the state, those matters involving an educator's employment status are under the authority of the local school system. A local board of education has the authority to hire, fire, and assign its employees, in accordance with provisions of state and federal law. Teachers have lost jobs for a variety of inappropriate, unprofessional, or incompetent acts, including:

Misconduct

-initiating a fight with another teacher;

-inability or failure to maintain discipline in the classroom;

-failure or refusal to comply with directives of supervisors or to perform duties;

-excessive absences or tardiness;

-inappropriate use of corporal punishment;

-inappropriate conduct or remarks towards students;

-failure to establish or maintain proper records;

-conduct that causes loss of effectiveness with students and/or community, such as conduct that deviates sharply from community standards, practices, or mores;

-incompetency;

-failure to secure or to maintain necessary educational training;

-other causes.

Fortunately, the number of educators who lose their jobs or their certificates represents only a small percentage of the total number of educators, most of whom abide by a high standard of professional and personal conduct and act in accordance with the Code of Ethics and the Standards of the education professional, as they are required by law, O.C.G.A., Section 20-1-795 (b). Both of these documents should be on file at each local system's central office and available to teachers; or teachers may write or telephone the Georgia Professional Practices Commission, Suite 2010, Executive Park West, Atlanta, GA 30329 (1-800-538-5996 or 1-404-320-4817) to obtain copies.

Ann White
Professional Practices Commission

REFERENCES

Brzoska, T. (1987) Mentor Teacher Handbook. Vancouver, Washington: Evergreen School District.

Joyce, B. & Showers, B. (1982). The coaching of teaching. Educational Leadership, 40, 4-8.

Appendix

APPENDIX A

Notice of Intent

INTERNSHIP THROUGH STAFF DEVELOPMENT

NOTICE OF INTENT

AND

PROGRAM DESCRIPTION SHEET

The _____School System is hereby notifying the Unit of Teacher Education and Staff Development, Georgia Department of Education, that it plans to offer a staff development course during the school year_____, leading to completion of the year-long Internship as designated by the State Board of Education.

In offering this course, the system makes the following assurances.

1. The course syllabus provided by the Department will be included in the content of the course.

2. A support team, including at a minimum a mentor, a principal, and the staff development coordinator, will be established for each intern.

3. Each mentor will be assigned to only one intern.

4. The Procedures and Standards for Certification Renewal through Staff Development will be followed in developing, approving, and carrying out the course.

5. The Internship course will be at least 150 contact hours (114 hours after school: 1 hour per day, 3 days per week).

6. Approved procedures for reporting credit to the Department will be followed.

7. Number of interns_____

8. Subject area/level(s)_____

_____

_____
Signature of School System Superintendent

_____
Signature of Staff Development Coordinator

_____
Date

_____
Date

GEORGIA DEPARTMENT OF EDUCATION
STAFF DEVELOPMENT PROGRAM DESCRIPTION FY 89

A. SCHOOL SYSTEM: _____ CODE: _____

B. NEED AREA(S):
Professional Development: __ Induction __ Specific Needs __ Enhancement

Instructional Program Effectiveness: __ General Educ. __ Special Educ.
__ Remedial Educ. __ Inst. Support

C. PROFESSIONAL DEVELOPMENT STIPENDS: __ Yes __ No

D. TITLE: _____

E. WHEN: ___ Summer ___ School Year

F. CREDIT: __ Yes __ No _____ Number of Quarter Hours

_____ Number of SDU credits

G. CATEGORY OF PARTICIPANTS:
School Board Members: __
Certified: __ Teaching __ Leadership __ Service
Noncertified: __ Teaching __ Leadership __ Service

H. NUMBER OF PARTICIPANTS: _____

I. TRAINING AGENCIES: __ LEA __ RESA __ IHE __ SDE __ GLRS __ OTHER

J. OBJECTIVES:

K. ACTIVITIES:

L. EVALUATION: ___ DE Forms 0233/0234

___ Other (Specify)

M. PROGRAM COSTS: $_____ Staff Development Funds

$_____ Professional Development Stipend Funds

$_____ Other Funding Source
Specify Other Funding Source _____

DE Form 0536
Rev April 1988

APPENDIX B

Intern-Mentor Training Plan

INTERN-MENTOR TRAINING PLAN

23

Intern _____
Mentor _____
System/School _____
Date _____ to _____

Priority Goals For The Quarter:

_____

_____

_____

_____

_____

Objectives	Activity (what, who, where, dates)	Evidence of Completion/Recommendations

28

29

INTERN-MENTOR TRAINING PLAN

Intern _____
Mentor _____
System/School _____
Date _____ to _____

Priority Goals For The Year:

_____

_____

_____

_____

_____

Objectives	Activity (what, who, where, dates)	Evidence of Completion/Recommendations

APPENDIX C

Coordination Of Objectives And Resources

OBJECTIVES	RESOURCES																	
	Abruscato (1988	Brandt (1988)	Brooks (1 37)	Costa (1985)	Cruickshank (1987)	Daniels (1985)	Dougherty (1987	Fodor (1981)	GA Dept. Educ. (1983)	GA Dept. Educ. (1987)	Gentile (1986)	Good (1987)	Gray (1985)	Griffin (1987)	Henson (1988)	Hoffman (1986)	Huffman (1986)	
Managing the classroom										X		X			X			
Organizing the curriculum		X								X		X			X			
Delivering instruction Early childhood	X			X												X		
English				X		X									X			
Middle grades				X											X			
Social Studies				X											X			
Health and Physical Education							X	X										
Evaluating students' knowledge and skills									X									
Mentoring			X		X								X	X			X	
Observation					X						X	X						

OBJECTIVES	RESOURCES																		
	Jewett (1987)	Jones (1987)	Joyce (1985)	Joyce (1982)	Joyce (1986)	Kaltcounis (1987)	Kennedy (1985)	Kindsvatter (1988)	Kizer (1984)	Loucks-Horsely (1987)	Orlich (1985)	Petty (1985)	Vacca (1986)	Wiles (1981)	Yates (1987)	Zumwalt (1986)			
Managing the classroom											X								
Organizing the curriculum											X					X			
Delivering instruction Early Childhood						X	X	X				X							
English		X	X					X			X		X		X				
Middle grades		X	X		X			X			X		X	X					
Social Studies		X	X		X			X			X		X						
Physical education	X	X							X										
Evaluating students' knowledge and skills																			
Mentoring				X						X						X			
Observation				X						X						X			

APPENDIX D

Suggested Orientation Topics And Checklists

CHECKLIST I

Preparing the Classroom

Topic	Check When Complete	Notes (Materials to acquire, things to do, etc.)
A. Wall and Bulletin Board Space		
B. Floor Space		
1. Student desks/tables		
2. Traffic patterns		
3. Student work areas		
4. Instructional areas, overhead projector, chalkboards, and demonstration table		
5. Teacher's desk, filing cabinet		
6. Bookcases		
C. Storage Space and Supplies		
1. Everyday supplies		
2. Everyday books and other instructional materials		
3. Seldom-used materials		
4. Equipment		
5. Student materials		
6. Teacher supplies		

CHECKLIST 2

Rules and Procedures

Subject	Rules or Procedures for Students	Comments
I. BEGINNING CLASS		
A. Roll call, absentees, students who will be leaving early		
B. Tardy students		
C. Behavior during PA announcements		
D. Warmups or routines		
E. Distributing supplies and materials		
II. INSTRUCTIONAL ACTIVITIES		
A. Teacher-student contacts		
B. Student movement within the room		
C. Student movement in and out of the room		
D. Signal for student attention		
E. Headings for papers		

CHECKLIST 3

Accountability

Question	Your Answer
1. What is your policy regarding a. heading papers b. use of pen or pencil c. writing on back of paper d. neatness e. incomplete work f. late work g. missing work h. due dates i. makeup work	
2. How do you intend to a. post assignments b. let students know assignments were missed while they were absent c. explain how assignments will be graded d. keep students aware of requirements for long-term assignments	
3. For effective monitoring of work, how and when will you a. check on all students, not just the distracting or demanding ones b. look carefully enough at student's work-in-progress to catch errors	

APPENDIX E

Annotated Bibliography

BIBLIOGRAPHY

Abruscato, J. (1988). Teaching children science. Englewood Cliffs, NJ: Prentice-Hall, Inc.
In this text all facets of science learning are presented--1) science processes; 2) science knowledge; and 3) the values and attitudes that underlie this enterprise. Strategies presented are based upon current research of effective teaching.

Brandt, R.S. (Ed). (1988). Content of the curriculum: 1988 ASCD yearbook. Washington, DC: ASCD.
This collection of papers addresses the concerns of educators and society for what should be taught in schools today. It presents recognized experts' thoughts about the content and organization of each discipline. The authors are concerned with the continuing search for strategies that promote learning and thinking. They have considered what is known about how youngsters learn and have related that knowledge to the nature of curriculum content.

Brooks, D.M. (Ed). (1987). Teacher induction: A new beginning. Reston, Va: Association of Teacher Education.
This monograph is a collection of papers which reports the results of two years of inquiry by members of the ATE's National Commission on the Induction Process. It provides the most up-to-date report available of induction programs and activities currently in progress in local school systems across the country. It is a timely, highly readable resource that provides an invaluable starting point for surveying the state of current teacher induction practice in the United States.

Costa, A.L. (Ed), (1985) Developing minds: A resource book for teaching thinking. Alexandria, VA: ASCD.
This collection of papers provides rationale, theory, and practical strategies for developing curriculum for teaching thinking. The book offers practical help in improving instructional strategies which foster thinking. This resource gives practical assistance in initiating, improving, and evaluating curriculum and instructional efforts to infuse thinking into the education program. Additionally, help is given in planning for assessing students' growth in thinking abilities.

Cruickshank, D.R. (1987). Reflective teaching. Reston, VA: Association of Teacher Education.
Cruickshank, D.R. (1981). Reflective teaching. Bloomington, IN: Phi Delta Kappa.
While these materials were developed to provide a structured, on-campus laboratory experience for pre-service training, the exercises to be used in analysis of the lessons can be valuable to all phases of training. The questions and structure given for analyzing -- reflecting -- on the lesson taught are recommended for in-service teachers who are viewing tapes of their own or of master teacher lessons.

Daniels, H. & Zemlman, S. (1985). A writing project: Training teachers of composition. Portsmouth, NH: Heimsman Educational Books.
Describes the writing project approach to improving instruction. The text first presents a rationale for this approach and follows with a detailed, step-by-step description of activities.

Dougherty, N.J., & Bonanno, D. (1987). Contemporary approaches to the teaching of physical education. Minneapolis, MN: Burgess Publishing Co.
This text covers the wide variety of topics necessary for successful teaching and relates them to one another in a succinct and meaningful fashion. The text progresses logically from an understanding of the role of the physical educator through the process of planning, developing, and implementing teaching techniques. Each chapter contains a variety of well-substantiated ideas necessary for teaching success, not only today but in the foreseeable future as well.

Fodor, J.T. (1981). Health instruction: Theory and Application. London: Henry Kimpton Publishers.
This book provides a rationale for health instruction that can be applied practically both for teachers planning classroom instruction and for those planning and organizing a comprehensive health curriculum. The goal of the text is to make health instruction relevant, so that it will favorably influence the health behavior of children and youth.

Georgia Department of Education. (1983). Testing: Do not disturb. Atlanta, GA: Georgia Department of Education.
The purpose of this document is to provide Georgia teachers with a series of twelve test-taking activities. The test-taking tips introduced here can be applied to any testing situation at almost any grade level. Each activity has a teacher's guide for explanation.

Georgia Department of Education (1987). Alternative certification program for critical teaching fields. Atlanta, GA: Georgia Department of Education.
This document presents course syllabi for teaching curriculum, methods, and human growth and development courses in the critical fields. Much of the material can serve equally well as a reference in other fields. The material is presented in four major sections aligned with the eight competencies found in the Teacher Performance Assessment Instrument (TPAI).

Gentile, R. (1986). Instructional improvement: A summary and analysis of Madeline Hunter's essential elements of instruction and supervision. Oxford, OH: NSCD.
This book provides a thorough discussion of the Hunter approach to clinical supervision and instruction. Presented are an overview of the research base for the model and an analysis of criticism directed at the model.

Good, T.L. & Brophy, J.E. (1987) Looking in classrooms (4th ed). New York: Harper & Row, Publishers.
This text is written to help teachers, principals, and supervisors develop ways of observing and describing what occurs in classrooms and, also, to provide strategies

that teachers can use to enhance the interests, learning, and social development of their students. To the extent that teachers are cognizant of what happens in the classroom and can accurately monitor their behavior they can adapt their classroom behavior to achieve the goals that they and their supervisors have set. The authors describe a variety of techniques that can be used to increase teachers' awareness. This edition presents up-to-date reviews of research on teacher expectations, teacher modeling, classroom organization and management, student motivation, and classroom instruction.

Gray, W.A. or Gray, M.M. (1985) Synthesis of research on mentoring beginning teachers. Educational Leadership, (Nov. 1985), 37-43.
This article provides practical information for those designing and evaluating mentor programs.

Griffin, G.A. & Miles, S. (Ed.) (1987). The first years of teaching: Background papers and a proposal. Chicago: University of Illinois at Chicago.
This collection of papers was commissioned by the Illinois State Board of Education. Written by recognized national experts in their respective fields, the topics of the papers are ones that have been shown in other states and regions to be of importance in planning, implementing, and assessing the impact of beginning teacher induction programs. This collection provides an excellent starting point for understanding the current teacher induction knowledge base, issues and practices.

Henson, K.T. (1988). Methods and strategies for teaching in secondary and middle schools. New York: Longman.
This text is designed to help in improvement of teaching skills. Stress is given to planning and classroom management. The emphasis is on helping teachers develop their own management and discipline strategies for the classroom.

Hoffman, J.V. (1986) Effective teaching of reading: Research and practice. Newark: International Reading Association.
This book contains many helpful, practical strategies for improving reading instruction. The chapter on Hunter's model is especially helpful.

Huffman, G. & Leak, S. (1986). Beginning teacher induction. Journal of Teacher Education, 37(1), 22-25.
After a beginning teacher support system had been in place a year, one hundred eighty new teachers were asked their reactions to the mentoring program. They perceived the program to be effective. Suggestions for improvement are discussed.

Jewett, A.E. & Bain, L.L. (1987). The curriculum process in physical education. Dubuque, Iowa: Wm. C. Brown Publishers.
This text is designed to help you clarify you own beliefs, to guide you in learning to design your own physical education program, and to enhance your ability to make sound professional judgments about your physical education curriculum.

Jones, B.F., Palincsar, A.S., Ogle, D.S., & Carr, E.G. (Eds). (1987). Strategic teaching and learning: Cognitive instruction in the content areas. Alexandria, VA: ASCD.
The rationale that teachers have an agenda to consider a balance between content goals and strategies required for achieving those goals serves as a foundation for the book. In each content area, teachers must consider (1) which strategies students need in order to learn the content, and (2) how students can be helped to learn to use these strategies. This book describes strategic teaching as a way of achieving both agenda. An illustration of using the model in each content area is given.

Joyce, B. (1985). Models for teaching thinking. Educational Leadership, 42, 4-7.
This article presents models that allow the teaching of thinking skills and subject matter simultaneously. These models differ significantly from traditional models.

Joyce, B. & Showers, B. (1982). The coaching of teaching. Educational Leadership, 40, 4-8.
Teachers, like athletes, are more likely to adopt new ways of doing their jobs if they are coached, and they are also likely to get worse before they get better. This article describes the coaching of teachers and includes an interview with a footbal coach to illustrate parallels with athletics.

Joyce, B. & Weil, M.(1986). Models of teaching (3rd Edition). Englewood Cliffs, N.J.: Prentice-Hall Inc.
This text describes a variety of approaches to teaching, discussing their underlying theories, examining testing of them and illustrates how to use them. From these models, teachers can find a plan to fit the instruction with the students and content.

Kaltsounis, T. (1987). Teaching social studies in the elementary school. Englewood Cliffs, NJ: Prentice-Hall, Inc.
This text presents social studies education as a decision making study. Readers learn how decision making and participation skills can adequately be developed, provided the appropriate methodology is used to teach content.

Kennedy, L.M. (1985). Guiding children's learning of mathematics. Belmont, CA: Wadsworth Publishing Co.
A mathematics program based on research of theorists, such as Piaget, Skemp, and Gagne, is presented. Numerous examples are included based on current research and successful classroom practice. Practical activities are given for introduction, practice, and reinforcement of concepts and skills.

Kindswatter. R., Wilen, W., & Ishler, M. (1988). Dynamics of effective teaching. New York: Longman.
This general text is developed around the rationale that thorough planning and effective instruction will aid in classroom management. Research and theory are applied in a practical model.

Kizer, D.L., Piper, D.L., & Sauter, W.E. (1984). A practical approach to teaching physical education. Ann Arbor, MI: McNaughton and Gunn, Inc.
The text contains practical suggestions for organizing instruction, classroom management, materials and methods for teaching physical education. One chapter is devoted to safe teaching practices.

Loucks-Horsely, S., Harding, C.K., Arbuckle, M.A., Murray, L.B., Duba, C. & William, M.K. (1987). Continuing to learn: A guidebook for teacher development. Oxford, OH: National Staff Development Council.
This book presents a wealth of resources that leaders can draw on to create or improve their professional development programs for teachers. The following sections may be helpful in the development of individual internship programs: clinical supervision, peer coaching, advising teachers, mentoring, and individually guided professional development.

Orlich, D.C., Harder, R.J., Callahan, R.C., Kravas, C.H., Kauchak, D.P. Pendergrass, R.A. Keogh, A. J. (1985). Teaching strategies: A guide to better instruction. Lexington: D.C. Heath & Co.
This is a complete text to provide proven teaching methods to teachers. The authors offer a broad spectrum of instructional methodologies, techniques, and approaches that are workable in today's classroom. The first chapters present the basics for instruction planning. The last chapters present instruction within the realities of classroom interaction.

Petty, W.T., Petty, D.C. & Berking, M.F. (1985). Experiences in language. (4th ed.). Boston: Allyn and Bacon, Inc.
The tools and techniques contained in the book are presented in the belief that language arts are the core of an elementary program. For each area specific skills and understandings are given. A sequence for teaching each skill is given. Types of activities are suggested to establish and reinforce skills. A chapter on preparing language development is included.

Vacca, R.T. (1986). Content area reading Canada: Little, Brown & Co.
This resource presents instructional strategies which are both powerful and practical tools of learning. These are tools to give the students a sense of accomplishment and self-confidence as readers. Teachers in turn can put students into a strategic position to take charge of their own learning.

Wiles, J. & Bondi, J. (1981). The essential middle school. Columbus, OH: Charles E. Merrill.
The comprehensive nature of this text makes it a significant publication in the area of middle school education. These topics are covered: 1. rationale for the middle school; 2. implementation of programs; 3. evaluation of programs; 4. the transescent learner, and 5. appropriate organizational and instructional structures.

Yates, J.M. (1987). Research implications for writing in the content areas. Washington, D.C.: National Education Association.
This booklet is a volume of the What Research Says To The Teachers Series. Current research is the basis for suggestions given for the development of writing instruction. A model curriculum is presented.

Zumwalt, K.K. (Ed.) (1986). Improving teaching: 1986 ASCD yearbook. Alexandria, VA: ASCD.

The purpose of this collection of papers is to help teachers clarify which approaches to improving teaching would be most useful. Helping those who work with teachers to question their own orientation and approach is another purpose. These papers offer a rich array of alternatives designed to facilitate the professional development of teachers. Some topics included are: 1. developing teachers, not just techniques; 2. using time effectively: a self-analytic approach; 3. teacher expectations; 4. thinking about teaching; and 5. working with teachers: the advisory approach.

APPENDIX F

Taxonomy Codes

Taxonomy Codes for Internship Courses

D51017	Early Childhood Education
D51018	English
D51019	Middle Grades
D51020	Health and Physical Education
D51021	Social Studies: History, Economics, Geography , Political Science or Social Science
D51022	Special Education: Mental Retardation(MR), Learning Disabled (LD), Behavior Disorder(BD), Interrelated Teacher: Special Education, or Interrelated Teacher: Special Education Early Childhood
D51011	Critical Fields (Science, Mathematics, and Foreign Language)

APPENDIX G

Objective Checklists

Early Childhood

English

Middle Grades

Health and Physical Education

Social Studies

Special Education

INTERNSHIP

FIRST QUARTER - EARLY CHILDHOOD

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and established classroom and record-keeping procedures

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning and learner

( ) ( ) 7. Stimulated student interest in topic

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction

( ) ( ) 1. Prepared a written rationale for the use of a cognitive taxonomy, an affective taxonomy, and a psychomotor taxonomy in instruction

( ) ( ) 2. Classified objectives, activities, and evaluation items by these taxonomies

( ) ( ) 3. Integrated appropriate media and concrete demonstrations into presentations

( ) ( ) 4. Provided for concrete-manipulative experiences for students, particularly in mathematics and science content

( ) ( ) 5. Provided opportunities for oral language development

( ) ( ) 6. Designed and conducted group activities most appropriate for the learning task (large, small, individual and/or independent)

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Staff Development Coordinator

_____ _____

Date Date

INTERNSHIP

SECOND QUARTER - EARLY CHILDHOOD

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 5. Organized instructional time in ways that facilitate student learning

( ) ( ) 6. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2 Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction

( ) ( ) 1. Prepared a written rationale for developing instructional models based on child development and learning theories

( ) ( )) 2. Demonstrated application of this rationale to daily instruction

( ) ( ) 3. Applied theories of the teaching-learning process to analyze the learning patterns of individual students, prescribe for these, and evaluate the results

( ) ( ) 4. Demonstrated a wholistic approach to language arts instruction

( ) ( ) 5. Demonstrated the value to child development of including opportunities for play

( ) ( ) 6. Integrated the teaching of the communication skills, reading, writing, listening, and speaking, in all subject areas

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

THIRD QUARTER - EARLY CHILDHOOD

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing the Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessment items in lesson plan which incorporate higher level thinking skills

Delivering Instruction

( ) ( ) 1. Applied teaching methods appropriate to the content of instruction

( ) ( ) 2. Demonstrated a variety of teaching strategies

( ) ( ) 3. Provided an environment that fostered effective thinking by:
a) classifying objectives, activities, and evaluation items by levels of learning;
b) teaching mental skills as the primary goal of instruction;
c) modeling problem solving and other thinking processes

( ) ( ) 4. Completed an acceptable TPAI portfolio

( ) ( ) 5. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each formal multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/ observations of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

FIRST QUARTER - ENGLISH

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and established classroom and record-keeping procedures

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning and learner

( ) ( ) 7. Stimulated student interest in topic

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction

( ) ( ) 1. Prepared a written rationale for total language learning as a basis for English content

( ) ( ) 2. Developed objectives based upon this rationale

( ) ( ) 3. Studied the rationale of writing instruction as process and as product and arrived at an operant philosophy integrating the two orientations

( ) ( ) 4. Identified the composition skills to be taught and developed a sequential plan for teaching these skills

( ) ( ) 5. Designed and utilized a method of marking composition for feedback and/or evaluation

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

SECOND QUARTER - ENGLISH

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 5. Organized instructional time in ways that facilitate student learning

( ) ( ) 6. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2 Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction

( ) ( ) 1. Explored and used instructional strategies for teaching different English content, strategies such as inquiry teaching, reciprocal teaching, cooperative learning, small and large group discussions

( ) ( ) 2. Identified and used strategies which are relevant to the instructional objectives and appropriate for particular learners

( ) ( ) 3. Used subject areas to provide writing opportunities involving discovery, synthesis, and inquiry

( ) ( ) 4. Used instructional aids, such as overhead projectors, chalkboards, bulletin boards, and media for developing concepts, skills, and procedures

( ) ( ) 5. Demonstrated use of prereading activities (advanced organizers) in aiding students in the comprehension of reading assignments

( ) ( ) 6. Demonstrated use of guided response activities in responding to a literary text

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Staff Development Coordinator

_____ _____

Date Date

INTERNSHIP

THIRD QUARTER - ENGLISH

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing the Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessment items in lesson plan which incorporate higher level thinking skills

Delivering Instruction

( ) ( ) 1. Applied research and knowledge on effective English teaching

( ) ( ) 2. Applied a variety of teaching methods appropriate to the content of instruction

( ) ( ) 3. Applied theories of the teaching-learning process to analyze the learning patterns of individual students, prescribe for these and evaluate the results

( ) ( ) 4. Provided for legitimate measure of individual student's growth through multiple opportunities for speaking and writing

( ) ( ) 5. Completed an acceptable TPAI portfolio

( ) ( ) 6. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered.

( ) ( ) 2. Generated acceptable test items or procedures for each formal multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observations of performance.

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, a revision of instructional procedures.

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

FIRST QUARTER - MIDDLE GRADES

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and established classroom and record-keeping procedures

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning and learner

( ) ( ) 7. Stimulated student interest in topic

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction

( ) ( ) 1. Demonstrated an understanding of the middle school concept and applied it in the classroom

( ) ( ) 2. Prepared a written rationale for the use of a cognitive taxonomy, an affective taxonomy, and a psychomotor taxonomy in instruction

( ) ( ) 3. Classified objectives, activities and evaluation items by these taxonomies

( ) ( ) 4. Planned with colleagues and delivered an interdisciplinary unit

( ) ( ) 5. Integrated appropriate media and concrete demonstrations into presentations

( ) ( ) 6. Integrated the teaching of the communication skills, reading, writing, listening and speaking, in all subject areas

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____	_____
Mentor Teacher	Staff Development Coordinator
_____	_____
Date	Date

INTERNSHIP

SECOND QUARTER - MIDDLE GRADES

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 5. Organized instructional time in ways that facilitate student learning

( ) ( ) 6. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2 Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction

( ) ( ) 1. Demonstrated an understanding of the physical, intellectual, and socio-emotional development processes of the transescent student and organizes teaching according to these processes

( ) ( ) 2. Evaluated the teaching situation, then designed and conducted group activities most appropriate for the situation (large, small, individual and/or independent)

( ) ( ) 3. Applied these methods to appropriate content instruction:

( ) ( ) a. Used questioning techniques skillfully to achieve higher order thinking processes in students

( ) ( ) b. Taught problem solving skills and developed lessons which were inquiry oriented

( ) ( ) c. Used role playing, simulation, instructional games, and/or creative dramatics in teaching content as well as in development of the affective domain in a middle grades classroom

( ) ( ) d. Incorporated a knowledge of group dynamics in teaching and helped students understand group processes

( ) ( ) e. Conducted learning situations which promoted independent learning (define own goals and problems, identify resources and evaluate outcomes)

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Staff Development Coordinator

_____ _____

Date Date

INTERNSHIP

THIRD QUARTER - MIDDLE GRADES

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing the Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessment items in lesson plan which incorporate higher level thinking skills

Delivering Instruction

( ) ( ) 1. Applied theories of the teaching-learning process to analyze the learning patterns of individual students, prescribe for these, and evaluate results

( ) ( ) 2. Applied teaching methods appropriate to the content of instruction

( ) ( ) 3. Applied the research and knowledge of what makes teaching effective to the content being instructed

( ) ( ) 4. Provided an environment that fostered effective thinking by:
a) classifing objectives, activities, and evaluation item by levels of learning;
b) teaching mental skills as the primary goal of instruction;
c) modeling problem solving and other thinking processes

( ) ( ) 4. Completed an acceptable TPAI portfolio

( ) ( ) 5. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered.

( ) ( ) 2. Generated acceptable test items or procedures for each formal multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observations of performance.

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures.

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

FIRST QUARTER--HEALTH AND PHYSICAL EDUCATION

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes	No		PERSONAL SUMMARY
( )	( )	1.	Established and maintained appropriate working relationships
( )	( )	2.	Appropriately responded to criticism and instructions
( )	( )	3.	Cooperated with the coordinator and supervisor
( )	( )	4.	Demonstrated a positive attitude toward teaching
( )	( )	5.	Maintained a good employee evaluation
( )	( )	6.	Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( )	( )	1.	Established beginning year (quarter/semester) routines by identifying school policies and procedures, and established classroom and record-keeping procedures
( )	( )	2.	Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability
( )	( )	3.	Demonstrated techniques to reinforce acceptable student behavior
( )	( )	4.	Demonstrated techniques to redirect off-task learners
( )	( )	5.	Identified disruptive behavior and taken appropriate and prompt corrective action
( )	( )	6.	Demonstrated a positive learning climate by expressing enthusiasm for subject, learning and learner
( )	( )	7.	Stimulated student interest in topic

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction

( ) ( ) 1. Demonstrated an understanding of the following rationales for physical education: developmental, humanistic, movement, play, and personal meaning

( ) ( ) 2. Prepared a written rationale for the study of physical education in grades K-12

( ) ( ) 3. Identified and used instructional strategies appropriate to the type of learning task and the characteristics of the students

( ) ( ) 4. Demonstrated direct instruction in skill-oriented tasks

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

SECOND QUARTER - HEALTH AND PHYSICAL EDUCATION

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 5. Organized instructional time in ways that facilitate student learning

( ) ( ) 6. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2 Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction

( ) ( ) 1. Integrated the teaching of health, movement, skills, wellness, and performance

( ) ( ) 2. Incorporated conceptual knowledge about fitness as well as performance

( ) ( ) 3. Incorporated the teaching of concepts related to the principles of motor skill acquisition

( ) ( ) 4. Integrated appropriate instructional aids for developing concepts, skills, and procedures

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

THIRD QUARTER - HEALTH AND PHYSICAL EDUCATION

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessment items in lesson plan which incorporate higher level thinking skills

Delivering Instruction

( ) ( ) 1. Applied teaching methods appropriate to the content of instruction

( ) ( ) 2. Demonstrated that appropriate safety considerations are consistently applied

( ) ( ) 3. Completed successfully a teaching experience in each area, grades K-4, grades 4-8, and grades 9-12

( ) ( ) 4. Completed an acceptable TPAI portfolio

( ) ( ) 5. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered.

( ) ( ) 2. Generated acceptable test items or procedures for each formal multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observations of performance.

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures.

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

The Internship in Social Studies must be identified by specific teaching field for purposes of certification. Please follow these guidelines to assure that appropriate credit is earned.

1. Complete the appropriate title on each objective checklist. The title must indicate the field in which professional (NT) certification is sought. Credit in Internship in Social Studies can be earned in the field of history, economics, geography, political science, or social science. For example, if the intern is seeking professional certification in history, the title for this course must read-- Social Studies: History.

2. When completing the DE 0224 Form to apply for SDU certification credit, use the full title. In the case of history certification, the title on the DE 0224 Form will be Internship in Social Studies: History.

Internship in Social Studies

History
Economics
Geography
Political Science
Social Science

INTERNSHIP

FIRST QUARTER - SOCIAL STUDIES
(Economics, Geography History, Political Science, Social Science)

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and established classroom and record-keeping procedures

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning and learner

( ) ( ) 7. Stimulated student interest in topic

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction

( ) ( ) 1. Demonstrated an understanding for the competing approaches to social studies education--citizenship transmission, social science inquiry, reflective inquiry, decision-making, and public-policy orientation

( ) ( ) 2. Prepared a written rationale for the study of social studies

( ) ( ) 3. Used instructional aids, such as overhead projectors, chalkboards, bulletin boards, computers, and media for developing concepts, skills, and procedures

( ) ( ) 4. Identified and used strategies suitable to the needs and capabilities of particular students

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Staff Development Coordinator

_____ _____

Date Date

INTERNSHIP

SECOND QUARTER - SOCIAL STUDIES
(Economics, Geography, History, Political Science, Social Science)

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 5. Organized instructional time in ways that facilitate student learning

( ) ( ) 6. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2 Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction

( ) ( ) 1. Demonstrated the use of prereading activities (advanced organizers) in aiding students in comprehension of reading assignments

( ) ( ) 2. Explored and applied instructional strategies appropriate to social studies content, including problem solving, cooperative learning, active learning, and generative teaching

( ) ( ) 3. Identified and used strategies which are relevant to the instructional objectives and to particular learning tasks

( ) ( ) 4. Provided an environment that fostered effective thinking by:
a) classifying objectives, activities, and evaluation item by levels of learning;
b) teaching mental skills as the primary goal of instruction;
c) modeling problem solving and other thinking processes

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Staff Development Coordinator

_____ _____

Date Date

INTERNSHIP

THIRD QUARTER - SOCIAL STUDIES
(Economics, Geography, History, Political Science, Social Science)

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing the Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessment items in lesson plan which incorporate higher level thinking skills

Delivering Instruction

( ) ( ) 1. Demonstrated integration of content from other disciplines within the social studies content

( ) ( ) 2. Applied research and knowledge of effective social studies teaching

( ) ( ) 3. Completed an acceptable TPAI portfolio

( ) ( ) 4. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each formal multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observations of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

The Internship in Special Education must be identified by specific teaching field for purposes of certification. Please follow these guidelines to assure that appropriate credit is earned.

1. Complete the appropriate title on each objective checklist. The title must indicate the field in which professional (NT) certification is sought. Credit in Internship in Special Education can be earned in the field of mental retardation, learning disabilities, behavior disorders. or interrelated. For example, if the intern is seeking professional certification in learning disabilities, the title for this course must read -- Special Education: Learning Disabilities.

2. When completing the DE 0224 Form to apply for SDU certification credit, use the full title. In the case of learning disabilities certification, the title on the DE 0224 Form will be Internship in Special Education: Learning Disabilities.

Internship in Special Education

Mental Retardation
Learning Disabilities
Behavior Disorders
Interrelated Teacher: Special Education
Interrelated Teacher: Special Education Early Childhood

INTERNSHIP

FIRST QUARTER - SPECIAL EDUCATION:_____
(Mental Retardation; Learning Disabilities; Behavior Disorders; Interrelated Teacher: Special Education; or Interrelated Teacher: Special Education Early Childhood)

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes	No		PERSONAL SUMMARY
( )	( )	1.	Established and maintained appropriate working relationships
( )	( )	2.	Appropriately responded to criticism and instructions
( )	( )	3.	Cooperated with the coordinator and supervisor
( )	( )	4.	Demonstrated a positive attitude toward teaching
( )	( )	5.	Maintained a good employee evaluation
( )	( )	6.	Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( )	( )	1.	Established beginning year (quarter/semester) routines by identifying school policies and procedures, and established classroom and record-keeping procedures
( )	( )	2.	Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability
( )	( )	3.	Demonstrated techniques to reinforce acceptable student behavior
( )	( )	4.	Demonstrated techniques to redirect off-task learners
( )	( )	5.	Identified disruptive behavior and taken appropriate and prompt corrective action
( )	( )	6.	Demonstrated a positive learning climate by expressing enthusiasm for subject, learning and learner
( )	( )	7.	Stimulated student interest in topic

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction

( ) ( ) 1. Demonstrated knowledge of the basic principles within the field of special education as these relate to the type of exceptional learners served by identifying:
   a. specific characteristics;
   b. methods of identification;
   c. methods of providing instruction;
   d. learning theories; and
   e. etiology

( ) ( ) 2. Prepared a written rationale for the use of a cognitive taxonomy, an affective taxonomy, and a psychomotor taxonomy in meeting the needs of each exceptionality served.

( ) ( ) 3. Diagnosed, analyzed, and interpreted individual learning needs by:
   a. administering group and individual normative tests;
   b. using informal techniques: checklists, interviews, questionnaires, observations. etc.
   c. evaluating visual, auditory, perceptual, and/or motor skills

( ) ( ) 4. Developed an Individualized Educational Plan (IEP) for each student based on a long-range goal.

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Staff Development Coordinator

_____ _____

Date Date

INTERNSHIP

SECOND QUARTER - SPECIAL EDUCATION:_____
(Mental Retardation; Learning Disabilities; Behavior Disorders; Interrelated Teacher: Special Education; or Interrelated Teacher: Special Education Early Childhood)

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT_____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 5. Organized instructional time in ways that facilitate student learning

( ) ( ) 6. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2 Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction

( ) ( ) 1. Used major intervention strategies to educate learners, such as systematic instructional techniques, prescriptive teaching, directive teaching, precision teaching, and behavior modification

( ) ( ) 2. Identified and utilized appropriate education materials, media, and technology in teaching exceptional children

( ) ( ) 3. Maintained a continuous assessment process as an on going part of the classroom activities

( ) ( ) 4. Selected goals, objectives, and activities based on each learner's academic and social behaviors

( ) ( ) 5. Demonstrated an understanding of the behavioral characteristics, such as cognitive, social, emotional, physical, and sensory stage of normal development; organized teaching as these processes related to the exceptionality served

( ) ( ) 6. Cooperated with other personnel as part of an education team in planning and implementing an instructional program for exceptional learners

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Staff Development Coordinator
Date	Date

INTERNSHIP

THIRD QUARTER - SPECIAL EDUCATION: _____
(Mental Retardation; Learning Disabilities; Behavior Disorders; Interrelated Teacher: Special Education; or Interrelated Teacher: Special Education Early Childhood)

NAME _____ SCHOOL _____

TEACHING ASSIGNMENT _____

BEGINNING/ENDING DATES _____ DAYS PRESENT ____ DAYS ABSENT ____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing the Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessment items in lesson plan which incorporate higher level thinking skills

Delivering Instruction

( ) ( ) 1. Communicated effectively with parents in terms of the educational needs of their children and the programs to be provided

( ) ( ). 2. Demonstrated a knowledge of inter- and intra- individual differences of exceptional learners

( ) ( ) 3. Provided instructional programs for the total range of abilities in the class

( ) ( ) 4. Applied the research and knowledge of effective intervention to the content being instructed

( ) ( ) 5. Completed an acceptable TPAI portfolio

( ) ( ) 6. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each formal multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observations of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Staff Development Coordinator

_____ _____

Date Date